

DOCUMENT RESUME

ED 193 116

SO 012 820

TITLE Key Competencies: Music Education and Instrumental Music, Secondary Schools.
 INSTITUTION Philadelphia School District, Pa. Office of Curriculum and Instruction.
 PUB DATE 80
 NOTE 30p.: For related documents, see SO 012 813-821.
 EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Aesthetic Education; Behavioral Objectives; *Competency Based Education; Course Objectives; *Educational Objectives; Learning Activities; Music Activities; Musical Composition; *Musical Instruments; Music Appreciation; *Music Education; Music Reading; Music Techniques; Music Theory; Secondary Education; Sequential Learning; Skill Development; *Vocal Music

ABSTRACT

This booklet identifies major competencies for each course offered in the secondary music education program in the Philadelphia school system. Music is seen to be a mode of expression in responding to and interpreting life and nature. It promotes the development of aesthetic judgment. The booklet outlines up to eight competencies for each of nine elective music courses and three instrumental courses offered in grades seven through 12. The music courses include basic music, music literature, music theory, harmony, solfege, and sight singing. For each competency, numerous behavioral objectives are listed by which mastery can be evaluated. For example, a competency in harmony is that students will demonstrate a knowledge of secondary triads and their inversions. A behavioral objective for this is to construct and label triads in root position and inversions. Other competencies include demonstrating an understanding of meter signature (music theory); knowing periods in music history and their representative composers (music literature); and showing refined tone control and quality (advanced instrumental). (AV)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED193116

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Bernard G. Kelner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Key Competencies: Music Education and Instrumental
Music, Secondary Schools

1980

The School District of Philadelphia
Office of Curriculum and Instruction

Division of Consumer Education

Bernard G. Kelner
Associate Superintendent
Curriculum and Instruction

E. Ruth Rodman
Assistant Director
Consumer Education

SP 012 820

The School District of Philadelphia
Office of Curriculum and Instruction

Division of Music Education

Key Competencies

MUSIC EDUCATION
(Junior High)
(J-MUS)

and

MUSIC EDUCATION
(Senior High)
(S-MUS)

and

INSTRUMENTAL MUSIC
(Ungraded)
(U-I Inst)

Bernard G. Kelner
Associate Superintendent
Curriculum and Instruction

Michael S. Giamo
Director
Music Education

1980

THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION

21st Street S. of The Parkway
19103

MICHAEL P. MARCASE
Superintendent of Schools

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction
Phone: 399-7767

File #200

June 2, 1980

Dear Colleagues:

The School District of Philadelphia is committed to quality education for all its students. In this regard, two recent events are of particular significance: the Board of Education resolution reaffirming the use of mandated curricula and the Superintendent's "Blueprint for Academic Achievement." All schools, unless receiving official approval to do otherwise, are to use the School District's courses of study; all students are to be considered as having high potential.

The "Blueprint" calls for the identification of essential learning for each grade. To assist principals and teachers, the Office of Curriculum and Instruction has prepared "Key Competencies" for the mandated subjects. With each competency are behavioral objectives which can be used to evaluate mastery of the competency. The lists are comprehensive and coded for easy reference. Each publication contains the sequence of competencies for either elementary or secondary subjects thus providing a perspective of learning over a period of time. Copies are being distributed to all personnel directly involved with instruction.

It should be noted that the term *key competency* signifies the opening of the door to learning. In no way should mastery of these competencies be considered the limit of education. The courses of study provide a full array of content and activities. On the other hand, failure to master the key competencies should be a signal for intensive evaluation of the effectiveness of the educational program - a process calling for collaborative effort of school, home, and if need be, community.

A curriculum publication is, by its very nature, always in a state of development. Your review of this document is eagerly sought and your recommendations will be deeply appreciated. Please send your comments to me. I am as close to you as your phone.

With every good wish.

BGK/ar

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction

MUSIC EDUCATION

Music serves all ages and all people as a mode of expression in responding to and interpreting life and nature. Through music, the experiences, values and needs of individuals in their environments are revealed and savored.

The competencies prescribed in this publication are derived from a comprehensive school music program reflecting the variety of ways persons experience and participate in music. These activities and courses vary in their significance for different students.

It is essential to identify musically talented children. Opportunities for receiving additional music instruction are provided. However all students can increase their understanding and enjoyment of music and life through acquiring musical knowledge and skills.

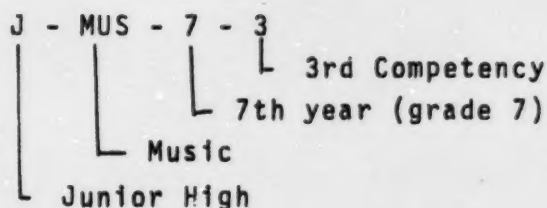
Aesthetic judgment will be developed. Students are thereby better equipped to deal with changing values and conditions in society.

The scope of the music program is for grade kindergarten through twelve.

The booklet will treat the key competencies in the secondary program (grades seven through twelve).

The following coding system was used to designate competencies:

Example A:

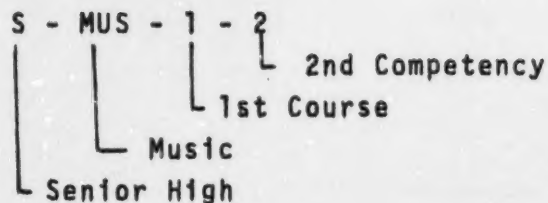


01 - Student Outcome 1

02 - Student Outcome 2

•

Example B:

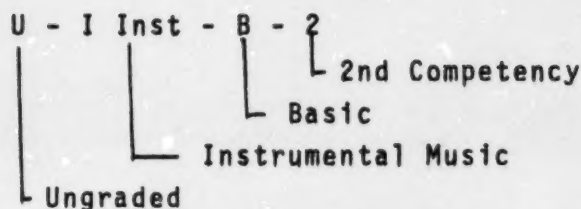


01 - Student Outcome 1

02 - Student Outcome 2

·
·
·

Example C:



01 - Student Outcome 1

02 - Student Outcome 2

·
·
·

The following courses are given in the secondary program:

- J - MUS - 7 - Music (7th year)
- J - MUS - 8 - Music (8th year)
- S - MUS - 1 - Music Course 1 - Elective (usually any year - grades 9 through 12)
- S - MUS L - 1 - Music Literature Course 1 - Elective (usually any year - grades 9 through 12)
- S - MTH - 1 - Music Theory Course 1 - Elective (usually any year - grades 9 through 12)
- S - HARM - 1 - Harmony Course 1 - Elective (usually any year - grades 9 through 12)
- S - HARM - 2 - Harmony Course 2 - Elective (usually any year - grades 10 through 12)
- S - SOL - 1 - Solfege Course 1 - Elective (usually any year - grades 9 through 12)
- S - SOL - 2 - Solfege Course 2 - Elective (usually any year - grades 10 through 12)

The instrumental music program is ungraded. The time when students engage in these competencies is dependent on their ability to perform with their instruments.

U - I Inst - B - Basic

U - I Inst - I - Intermediate

U - I Inst - A - Advanced

For further information regarding music education, its curriculum and services, please refer to Curriculum Means Service, or contact:

Dr. Michael S. Giamo, Director
Division of Music Education
Administration Building
Parkway at 21st Street - Rm. 316
Philadelphia, PA 19103
Phone: 299-7807

SECONDARY MUSIC
(J-MUS-7)

Key Competencies

Grade Seven

J-MUS-7-1

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
VOCAL MUSIC PERFORMANCE SKILLS:

- 01 - Sing part music, including songs appropriate to the boys' changing voices.
- 02 - Recognize and perform idiomatically multi-ethnic music.

J-MUS-7-2

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
INSTRUMENTAL MUSIC PERFORMANCE SKILLS ON CLASS-
ROOM INSTRUMENTS:

- 01 - Perform on mallet instruments varied examples of melodic contour.
- 02 - Perform examples of multi-ethnic music
- 03 - Develop and assess folk and exotic instrumental features that reflect the music of other cultures.

J-MUS-7-3

STUDENTS WILL PARTICIPATE IN DIRECTED LISTENING
ACTIVITIES:

- 01 - Recognize and identify stylistic features that characterize music from two contrasting periods of music history.
- 02 - Identify and analyze aurally sequential patterns, ostinati and imitation.
- 03 - Explore a variety of careers in music with emphasis on education, responsibilities and employment potential.

Grade Seven

J-MUS-7-4

STUDENTS WILL DEMONSTRATE SELF-EXPRESSION IN
CREATIVE ACTIVITIES:

- 01 - Develop an awareness of the creative process through in-class reporting; exchange opinions and evaluation of original compositions.
- 02 - Create random musical fragments using nontraditional instruments.
- 03 - Explore examples of contemporary idioms and identify compositional techniques used.

J-MUS-7-5

STUDENTS WILL DEMONSTRATE KNOWLEDGE OF VISUAL
REPRESENTATIONS AND SOUND SOURCES:

- 01 - Demonstrate a working knowledge of notation symbols and music terminology found in classroom music texts.
- 02 - Apply the knowledge of an intervallic vocabulary in the reading of music notation.
- 03 - Demonstrate the knowledge of a rhythmic counting system in the reading of music notation.
- 04 - Develop a glossary of basic musical terms and apply it to musical experiences.

SECONDARY MUSIC
(J-MUS-8)

Key Competencies

Grade Eight

J-MUS-8-1

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
VOCAL MUSIC PERFORMANCE SKILLS:

- 01 - Develop basic repertory of at least
six songs from approved textbooks and
at least four songs from current music
materials.
- 02 - Sing part music from music scores.

J-MUS-8-2

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
INSTRUMENTAL MUSIC PERFORMANCE SKILLS ON
CLASSROOM INSTRUMENTS:

- 01 - Develop unique techniques in the playing
of autoharps and percussion instruments.
- 02 - Acquire a repertory of at least four
drumming routines of music.

J-MUS-8-3

STUDENTS WILL PARTICIPATE IN DIRECTED LISTENING
ACTIVITIES:

- 01 - Develop and use call charts and music
qualities lists in at least four musical
compositions.
- 02 - Enlarge listening repertory comparing
opera and musical theatre.

J-MUS-8-4

STUDENTS WILL DEMONSTRATE SELF-EXPRESSION IN
CREATIVE ACTIVITIES:

- 01 - Create at least two sound compositions
using tape recorder.
- 02 - Create random musical fragments using
vocal sounds.

Grade Eight

J-MUS-8-5

STUDENTS WILL DEMONSTRATE KNOWLEDGE OF VISUAL
REPRESENTATIONS OF SOUND SOURCES:

- 01 - Demonstrate reading skills in music through
the playing of classroom instruments from
notation.
- 02 - Read at sight new or unfamiliar fragments
of musical examples.

SECONDARY MUSIC
(S-MUS-1)

Key Competencies

Grade Nine

S-MUS-1-1

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE VOCAL MUSIC SKILLS:

- 01 - Develop individual skills in use of the solo voice.
- 02 - Demonstrate individual skills singing music from classroom texts.

S-MUS-1-2

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE INSTRUMENTAL MUSIC PERFORMANCE SKILLS ON CLASSROOM INSTRUMENTS:

- 01 - Perform contrasting styles of music through varied combinations of classroom and orchestral instruments.
- 02 - Increase awareness of orchestral instruments with demonstrations by qualified students taking instrumental lessons.

S-MUS-1-3

STUDENTS WILL PARTICIPATE IN DIRECTED LISTENING ACTIVITIES:

- 01 - Develop listening repertory including representative examples from at least three periods of music history.
- 02 - Acquire an awareness of how a consumer develops evaluative criteria in selecting a music sound system.

S-MUS-1-4

STUDENTS WILL DEMONSTRATE SELF-EXPRESSION IN CREATIVE ACTIVITIES:

- 01 - Identify and list sounds that are part of the student's environment.
- 02 - Create a system of notation for classroom sounds and record original compositions.

Grade Nine

S-MUS-1-5

STUDENTS WILL DEMONSTRATE KNOWLEDGE OF VISUAL
REPRESENTATIONS OF SOUND SOURCES:

- 01 - Demonstrate reading skills in both
traditional and nontraditional notation
through the playing of both traditional
and nontraditional instruments.
- 02 - Apply music, reading skills through the
singing of part music - (SAB, SATB).

MUSIC LITERATURE I
(S-MUSL-1)

Key Competencies

S-MUSL-1-1

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF PERIODS IN MUSIC HISTORY AND THEIR REPRESENTATIVE COMPOSERS:

- 01 - Identify the basic periods: Renaissance, Baroque, Classical, Romantic, Contemporary.
- 02 - Aurally identify and list representative compositions of composers of each period.

S-MUSL-1-2

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF INSTRUMENTAL FORMS OF THE PERIODS:

- 01 - Identify and analyze: symphony, concerto, sonata.
- 02 - Recognize aurally musical examples of the above instrumental forms.

S-MUSL-1-3

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF VOCAL FORMS OF THE PERIODS:

- 01 - Identify and analyze: cantata, opera, oratorio, mass, song.
- 02 - Recognize and sing examples of vocal forms: chorales, arias, chants.
- 03 - Aurally identify musical examples of vocal forms.

S-MUSL-1-4

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF DANCE FORMS OF THE PERIODS:

- 01 - Identify and analyze: minuet, gigue, mazurka.
- 02 - Aurally identify musical examples of dance forms.

S-MUSL-1-5

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF
MUSIC IN RELATIONSHIP TO LIFE AND SOCIETY:

- 01 - Identify ideas in musical examples which reflect nationalism and political ideas.
- 02 - Aurally analyze musical examples of the above.

S-MUSL-1-6

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF
STYLISTIC FEATURES OF THE MUSICAL PERIODS:

- 01 - Describe construction and characteristics of tonality, atonality, whole-tones, diatonic, traditional vs. avante-garde, tone clusters.
- 02 - Aurally identify and analyze examples of the above.

S-MUSL-1-7

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF
BASIC MUSICAL TERMINOLOGY:

- 01 - Identify and define dynamic markings: p, mf, ff, crescendo, decrescendo, diminuendo.
- 02 - Identify and define: tempi, lento, adagio, andante, moderato, allegro, presto.
- 03 - Identify and define articulation markings: staccato, legato, marcato.
- 04 - Aurally identify all of the above from musical examples.

HARMONY I
(S-HARM-1)

Key Competencies

S-HARM-1-1

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF PRIMARY TRIADS AND THEIR INVERSIONS:

- 01 - Identify primary triads I, V, IV by chord names and construction.
- 02 - Construct and label triads in root position and inversions.
- 03 - Sing and play triads in all positions.
- 04 - Transcribe dictated examples into notation.

S-HARM-1-2

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE PRINCIPLES OF TWO-PART WRITING USING I, V, IV CHORDS AND THEIR INVERSIONS:-

- 01 - Write a bass line under a given melody.
- 02 - Write a melody line over a given bass line.

S-HARM-1-3

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE V_7 CHORD AND ITS INVERSIONS:

- 01 - Identify V_7 chords.
- 02 - Construct and label V_7 chords in root position and the inversions.
- 03 - Sing on neutral syllables and play V_7 chords in all positions.
- 04 - Transcribe dictated examples into notation.

S-HARM-1-4

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PRINCIPLE OF TONAL MAGNETISM:

- 01 - Identify visually resolutions of V_7 - I (re-do, fa-mi, sol-do, ti-do).
- 02 - Write resolutions of V_7 to I.
- 03 - Sing and play resolutions.
- 04 - Transcribe dictated examples into notation.

S-HARM-1-5

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE CONSTRUCTION OF PRIMARY CHORDS IN MAJOR AND MINOR KEYS:

- 01 - Identify and spell primary chords.
- 02 - Construct and label primary chords.
- 03 - Sing and play chords,
- 04 - Transcribe dictated examples into notation.

S-HARM-1-6

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF PRIMARY CHORD PROGRESSIONS USING VARIOUS CADENCES:

- 01 - Identify aurally and analyze authentic, plagal and half cadences.
- 02 - Construct and label examples of the above cadences.
- 03 - Sing and play primary chords in cadences.
- 04 - Transcribe dictated examples of primary chord progressions into notation.

S-HARM-1-7

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF PASSING AND AUXILIARY TONES:

- 01 - Identify and define passing and auxiliary tone.
- 02 - Harmonize melodies containing passing and auxiliary tones.

S-HARM-1-8

STUDENTS WILL DEMONSTRATE THE ABILITY TO HARMONIZE SIMPLE FOUR-MEASURE MELODIES IN OPEN AND CLOSED POSITIONS:

- 01 - Identify from aural/visual musical examples chords in open and closed position.
- 02 - Label primary chords of a given melody.
- 03 - Harmonize and label chords used for given melodies using doubling principles.

HARMONY 2
(S-HARM-2)

Key Competencies

S-HARM-2-1

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF
SECONDARY TRIADS AND THEIR INVERSIONS:

- 01 - Identify secondary triads by chord names and construction: ii, iii, vi, vii.
- 02 - Construct and label triads in root position and inversions.
- 03 - Sing and play triads in all positions.
- 04 - Transcribe dictated examples into notation.

S-HARM-2-2

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF
SECONDARY 7th AND 9th CHORDS AND THEIR INVERSIONS:

- 01 - Identify secondary 7th and 9th chords.
- 02 - Construct and label 7th and 9th chords in root positions and their inversions.
- 03 - Sing and play the chords in all positions.
- 04 - Transcribe dictated examples into notation.

S-HARM-2-3

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF
SECONDARY CHORD PROGRESSIONS USING VARIOUS CADENCES:

- 01 - Identify and analyze secondary chords in cadences.
- 02 - Construct and label secondary chords in cadences.
- 03 - Sing and play secondary chords in cadences.
- 04 - Transcribe dictated examples into notation.

S-HARM-2-4

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF CHANGING TONES, APPOGGIATURAS, SUSPENSIONS, AND ANTICIPATION TONES:

- 01 - Identify and define: changing tone, appoggiatura, suspension and anticipation tones.
- 02 - Harmonize melodies containing the above by-tones.

S-HARM-2-5

STUDENTS WILL DEMONSTRATE THE ABILITY TO HARMONIZE EIGHT-MEASURE MELODIES USING OPEN AND CLOSED PRIMARY AND SECONDARY CHORDS IN ROOT POSITIONS AND INVERSIONS:

- 01 - Identify aurally and visually primary and secondary chords in open and closed position.
- 02 - Construct and label chords in open and closed positions from given melodies.
- 03 - Harmonize an eight-measure melody using open and closed primary and secondary chords.

MUSIC THEORY I
(S-MTH-1)

Key Competencies

S-MTH-1-1

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE GRAND STAFF:

- 01 - Identify line-space and leger-line relationships.
- 02 - Draft grand staff and identify lines and spaces by letter and number.

S-MTH-1-2

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF BASIC NOTATION (NOTES, RESTS AND DOTTED VALUES):

- 01 - Identify notes and rests from whole through sixteenth.
- 02 - Read/write basic notation.
- 03 - Sing and play examples/combinations of notation.
- 04 - Transcribe dictation of musical examples into notation.

S-MTH-1-3

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF METER SIGNATURE:

- 01 - Identify basic meter signatures, multiples of two (2) and three (3).
- 02 - Construct four measures of music in basic meter signatures using notes/rests.
- 03 - Sing and play rhythm patterns from notation.

S-MTH-1-4

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE CONSTRUCTION OF SCALES ON THE GRAND STAFF:

- 01 - Identify all major and minor scales by their tetrachordal patterns.
- 02 - Read and write scales.
- 03 - Sing and play scales.
- 04 - Transcribe dictation of scales into notation.

S-MTH-1-5

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF KEY SIGNATURES:

- 01 - Identify major/minor key signatures by sharps and flats.
- 02 - Read and write key signatures on a staff.

S-MTH-1-6

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF FIVE BASIC CLASSIFICATIONS OF INTERVALS ON THE GRAND STAFF:

- 01 - Identify and construct perfect, major, minor, augmented and diminished intervals.
- 02 - Read and write intervals according to classifications.
- 03 - Sing and play intervals in each classification.
- 04 - Notate intervals from dictation.

S-MTH-1-7

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF MELODY USING THE FUNDAMENTALS OF MUSIC THEORY:

- 01 - Identify the concept of melody writing using two and four-measure phrases.
- 02 - Read and write musical phrases.
- 03 - Sing and play musical phrases.
- 04 - Notate melodies from dictation.

SOLFEGE AND SIGHT SINGING I
(S-SOL-1)

Key Competencies

S-SOL-1-1

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF SYLLABLES USING INTERVALS OF THE DIATONIC SCALE:

- 01 - Identify intervals by syllable within a given key.
- 02 - Construct and label intervals within a given key.
- 03 - Sing intervals using solfege syllables and neutral syllable loo.

S-SOL-1-2

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE DIATONIC SCALE USING SYLLABLES IN THE MOVE-ABLE "DO" SYSTEM IN TREBLE AND BASS CLEFS:

- 01 - Identify scale patterns by whole and half steps.
- 02 - Sing scales using syllables in major keys up to three sharps and three flats.
- 03 - Notate scales in treble and bass clefs.

S-SOL-1-3

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF BASIC NOTATION, METERS AND RHYTHMIC PATTERNS:

- 01 - Identify notes and rests from whole through sixteenth, including dotted values of , , and .
- 02 - Read and write notation in duple and triple meter.
- 03 - Sing melodies with syllables using intervals of seconds, thirds, fourths and fifths.
- 04 - Transcribe dictated examples into notation.

S-SOL-1-4

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE NATURAL MINOR SCALE WITH KEY SIGNATURES UP TO THREE SHARPS AND THREE FLATS:

- 01 - Show understanding of relationship between major and related minor scales.
- 02 - Show understanding of construction of the natural minor scale and sing independently with syllables.
- 03 - Sing independently easy natural minor key melodies.
- 04 - Transcribe dictated patterns into notation.

S-SOL-1-5

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE USE OF SYLLABLES IN CHROMATIC EXERCISES:

- 01 - Identify chromatic intervals by syllable within a given key.
- 02 - Construct and label chromatic intervals within a given key.
- 03 - Sing chromatic intervals using syllables.

S-SOL-1-6

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE CHROMATIC ALTERED MINOR SCALES WITH KEY SIGNATURES UP TO THREE SHARPS AND THREE FLATS:

- 01 - Show understanding of relationship between major and related harmonic and melodic minor scales.
- 02 - Show understanding of the construction of, and sing independently, the interval of an augmented second.
- 03 - Show understanding of the construction of the harmonic and melodic minor scales and sing independently with syllables.
- 04 - Sing easy harmonic and melodic minor key melodies.
- 05 - Transcribe dictated patterns into notation.

SOLFEGE AND SIGHT SINGING 2
(S-SOL-2)

Key Competencies

S-SOL-2-1

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF MAJOR AND MINOR SCALES (THREE FORMS) IN KEYS UP TO SEVEN SHARPS AND SIX FLATS:

- 01 - Sing scales with solfege syllables in major and minor keys.
- 02 - Construct and label major and minor scales.

S-SOL-2-2

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF NOTATION METER SIGNATURES AND RHYTHMIC PATTERNS:

- 01 - Identify notes, rests and dotted values from whole to sixteenth.
- 02 - Sing and tap rhythmic patterns written in duple and triple meters and varied combination.

S-SOL-2-3

STUDENTS WILL DEMONSTRATE THE ABILITY TO SING CHROMATIC ALTERED MELODIES USING SOLFEGE SYLLABLES IN ALL KEYS:

- 01 - Sing melodies using intervals of minor seconds through the octave.
- 02 - Transcribe dictated melodies into notation.

S-SOL-2-4

STUDENTS WILL DEMONSTRATE AS A CLASS THE ABILITY TO SING TWO-PART DIATONIC EXERCISES IN MAJOR AND MINOR KEYS:

- 01 - Sing parts separately with neutral and solfege syllables.
- 02 - Combine parts, singing with neutral and solfege syllables.
- 03 - Transcribe dictated examples into notation.

INSTRUMENTAL INSTRUCTION
(U-I INST-B)

Key Competencies

Beginning Level

U-I INST-B-1

STUDENTS WILL DEMONSTRATE PROPER HANDLING OF INSTRUMENT:

- 01 - Assemble instrument correctly.
- 02 - Hold instrument in proper playing position.
- 03 - Display proper posture for playing instrument.
- 04 - Disassemble instrument for proper storage in case.

U-I INST-B-2

STUDENTS WILL DEMONSTRATE A PROPER CONCEPT OF TONE PRODUCTION:

- 01 - Produce characteristic tone of the instrument.
- 02 - Play in the elementary range of the instrument.
- 03 - Produce in-tune pitches as required by intervalic relationships.

U-I INST-B-3

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF BASIC NOTATION AND COUNTING:

- 01 - Identify lines and spaces of the staff relevant to the instrument.
- 02 - Identify and define meter signatures
4 C, 2 3 6, 4 4, 4 8, 2
- 03 - Identify, count and play notes and rests from whole to eighth and dotted half and dotted quarter.
- 04 - Play above values in duple and triple meters.
- 05 - Identify and play in key signatures up to 3 sharps and/or 3 flats depending on the instruments.

Beginning Level

U-1 INST-B-3

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF BASIC NOTATION AND COUNTING (continued):

- 06 - Identify signs and articulation - interpretation marks, such as repeat signs, D.S., D.C., accent, staccato and slur.

U-I INST-B-4

STUDENTS WILL DEMONSTRATE ELEMENTARY TECHNIQUE AND BASIC GENERAL MUSICIANSHIP:

- 01 - Play two-measure sections in legato and staccato style.
- 02 - Perform music at dynamic levels from mezzo piano through forte.
- 03 - Play music with proper articulations.
- 04 - Perform short pieces at different tempi.
- 05 - Define tempo markings (adagio, moderato, allegro).
- 06 - Perform an elementary composition including the above competencies.

U-I INST-B-5

STUDENTS WILL DEMONSTRATE ABILITY TO PERFORM IN AN ENSEMBLE:

- 01 - Play an independent part in a small or large ensemble.

INSTRUMENTAL INSTRUCTION
(U-I INST-I)

Key Competencies

Intermediate Level

U-I INST-I-1

STUDENTS WILL DEMONSTRATE TONE PRODUCTION AND CONTROL

- 01 - Play sustained tones on constant pitch.
- 02 - Play common intervals in sustained legato style with accuracy.
- 03 - Perform crescendo and diminuendo on long tones maintaining tone and pitch control.
- 04 - Produce controlled tone in standard range of instrument.

U-I INST-I-2

STUDENTS WILL DEMONSTRATE A COMPREHENSION OF MORE COMPLEX COUNTING AND RHYTHMIC COMBINATIONS:

- 01 - Identify, count and play sixteenth notes and rests, dotted eighths and eighth note triplet.
- 02 - Identify and define meter signatures;
3 6 12
8 8 8
- 03 - Perform music incorporating all note and rest values learned thus far in duple and triple meters.

U-I INST-I-3

STUDENTS WILL DEMONSTRATE A MORE THOROUGH UNDERSTANDING OF MUSICAL STYLES AND INTERPRETATION:

- 01 - Identify and play basic ornaments (trills, single and double grace notes).
- 02 - Perform phrases in legato and staccato style.
- 03 - Perform music at dynamic levels from pianissimo through fortissimo.
- 04 - Play music incorporating varied articulations.
- 05 - Play a composition containing the above competencies.

Intermediate Level

U-I INST-I 4

STUDENTS WILL DEMONSTRATE ABILITY TO PERFORM IN
AN INTERMEDIATE ENSEMBLE:

- 01 - Play an independent part in small and large
intermediate ensembles.
- 02 - Follow directions and cues given by a
conductor of an ensemble.
- 03 - Perform as a soloist.

INSTRUMENTAL INSTRUCTION
(U-I INST-A)

Key Competencies

Advanced Level

U-I INST-A-1

STUDENTS WILL DEMONSTRATE REFINED TONE CONTROL AND QUALITY:

- 01 - Play sustained tones throughout range of instrument with excellent quality characteristic of the instrument.
- 02 - Play more complex intervals.
- 03 - Perform crescendo and diminuendo in musical passages.
- 04 - Produce controlled tone in extended range of instrument.

U-I INST-A-2

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF MORE INTRICATE AND VARIED RHYTHMS:

- 01 - Identify, count and play all rhythms and note and rest values commonly used in music literature.
- 02 - Perform music in the compound meters using standard notation and rhythmic values.

U-I INST-A-3

STUDENTS WILL DEMONSTRATE A MORE COMPREHENSIVE KNOWLEDGE OF MUSICAL STYLES AND INTERPRETATION:

- 01 - Identify and play the most commonly used ornamentation (gruppetto, mordent and appoggiatura).
- 02 - Perform altered phrase lengths in legato through staccato style.
- 03 - Perform technically advanced music incorporating all dynamic levels.
- 04 - Perform technically advanced music incorporating most commonly used articulations.
- 05 - Perform more advanced musical compositions containing the above competencies.

Advanced Level

U-I INST-A-4

STUDENTS WILL DEMONSTRATE ABILITY TO PERFORM IN
ADVANCED ENSEMBLES:

- 01 - Play independent part with greater awareness of other parts played.
- 02 - Play music according to conductor's directions with greater response and sensitivity
- 03 - Perform in solo capacity.